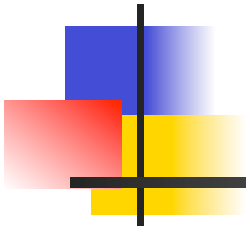


Sweet Home

New Teacher Orientation

August 19, 2008



Use your learning log to complete some provisional writing:

- What is the goal of classroom management?**
- What is more important factor for good classroom management: rules, routines, or relationships?**



Entering Procedure...

- **Each day, when you enter the room....**
 - **Check the wiki for any new materials.**
 - **Look for special instructions regarding seating/ materials.**
 - **Look at the Starter display for a task to begin our day.**
 - **Complete the task in your learning log.**
 - **Wait quietly for everyone to finish.**



What Works In Schools

School Level Factors	Teacher Level Factors	Student Level Factors
<ul style="list-style-type: none">• <i>Guaranteed, viable curriculum</i>• <i>Clear learning goals and specific feedback</i>• <i>Safe, orderly environment</i>• <i>Parent Involvement</i>• <i>Collegiality and Professionalism</i>	<ul style="list-style-type: none">• Effective Classroom Curriculum Design• Research-based instructional strategies.• Classroom Management	<ul style="list-style-type: none">• <i>Home environment</i>• <i>Student Motivation</i>• <i>Background Knowledge</i>



The Importance of Classroom Management

- **Thinking, Engagement, and Production cannot take place without**
 - **Safety- Physical**
 - **Safety- Psychological/ Emotional**
 - **Belonging- Feeling part of the whole**
 - **Love- Feeling cared for/ valued.**



Factors Improving Classroom Management

- 1. A strong First Day of School**
- 2. Establishing Routines and Procedures**
- 3. Developing Effective Teacher-Student Relationships/ Classroom Environment**
- 4. Creating a Disciplinary Plan: including rules and consequences.**
- 5. Mental Set- “Withitness” and emotional objectivity.**
- 6. Lesson Design: Organized, engaging, meaningful; clear directions; smooth transitions**



Research on Effective Management Factors

<i>Factor</i>	<i>Average Effect Size</i>	<i>Number of Subjects</i>	<i>Number of Studies</i>	<i>Percentile Decrease in Disruptions</i>
Rules & Procedures	-.763	626	10	28
Disciplinary Interventions	-.909	3,322	68	32
Teacher-Student Relationships	-.869	1,110	4	31
Mental Set	-1.294	502	5	40



Classroom Management

- **Essential Questions**
 - **What factors are critical to effectively managing classroom behavior?**
 - **Why are the first days of school so critical to the success of the year?**
 - **What routines and procedures need to be established to establish a proper environment?**
 - **How do I build student relationships that develop positive attitudes and dispositions about my class?**



Read the Article on William Glasser

- **With your partner, teach each other/paraphrase the main ideas of the article.**
- **Join another pair, go to one of the chart papers**



Student Needs: William Glasser

1. **Survival**-- safety (Physical/ Psychological)
2. **Belonging**-- acceptance, identifying with others.
3. **Power**-- Having self-control; decision-making ability; input
4. **Freedom**- choice, self-direction
5. **Fun**- laughter, humor



Respecting Student Needs

	Do's	Do Not's
Safety		
Belonging		
Power		
Freedom		
Fun		

Respecting Student Needs

	Do's	Do Not's
Safety	Establish Routines and Procedures Be there. Have good attendance. Set limits (rules) and enforce consequences. Be organized in delivery. Know what you are doing.	Allow misbehavior to go on unchallenged. Poorly planned. Disorganized. Confusing directions.
Belonging	Build Relationships with Students. Let them know about you as a person. Greet kids each day. Use names. Have kids use names. Use cooperative learning.	Don't step "over the line." Simply deliver content. Rely on lecture and whole class Q&A.
Power	Facilitate and respect participation of all kids. Recognize good work. Talk with kids 1-1. Help all kids be successful Allow second chances. Confront misbehavior privately.	Confront in front of the class. Ridicule and sarcasm. Use grades in classroom.
Freedom	Offer Choice in assignments Let kids pick partners, seats when appropriate.	
Fun	Have a sense of humor. Laugh at yourself. Laugh if it is funny.	Squelch all conversation. Take yourself and your class too seriously.



Positive Attitudes and Perceptions

- **The Goal of Classroom Management is to meet student needs and create Positive Attitudes and Perceptions**
 - **Acceptance by the Teacher**
 - **Acceptance by Peers**
 - **Comfort and Order**
 - **Academic Trust**



Building Relationships

- **Think about a teacher that you felt had great relationships with students...How did that teacher foster the relationships?**
- **How have you tried to build strong relationships with students?**



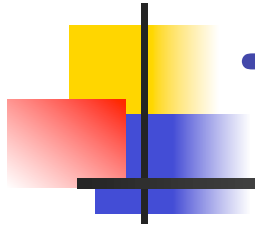
Classroom Relationships Represent A Balance...

- What behaviors demonstrate the teacher is in charge?
 - **Dominance:** *Assertiveness, confidence, "presence," "in-charge"*
- What teacher behaviors tell kids that they are valued and listened to?
 - **Cooperation:** Student input, student feedback, individual/collective recognition; student-student relationships



Teacher-Student Relationships

- **Use specific techniques to establish an appropriate level of dominance in the classroom**
 - **Exhibit Assertive Behavior: Being “in Charge”**
 - **Body Language: Make & keep eye contact, face the offending student, match facial expression with the content of the message**
 - **Use appropriate tone of voice**
 - **Address violations of rules/ incorrect practice of procedures.**
 - **Persist until the appropriate behavior is displayed**
 - **Establish Clear Learning Goals**



Teacher-Student Relationships

- **Use specific techniques to establish an appropriate level of cooperation in the classroom**
 - **Show the kids that you care: What can you do to show kids you care?**



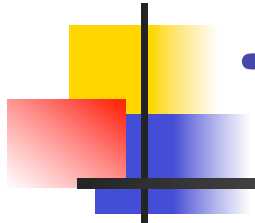
Respectful Teacher Behaviors: From “Difficult Kids”

- 1. Talk privately to students when problems occur.**
- 2. Use a calm tone of voice- no yelling.**
- 3. Respect personal space- touching, “eyeballing”**
- 4. Listen without interrupting.**
- 5. Have a sense of humor.**



Respectful Teacher Behaviors: From “Difficult” Kids

- 6. Display student work.**
- 7. Prepare Engaging Lessons**
- 8. Let parents know when good sometimes.**
- 9. Use students' names**



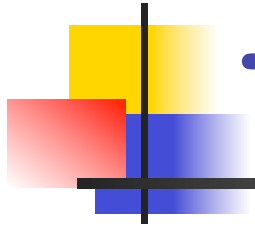
Teacher-Student Relationships

- **Take a Personal Interest in Students**
 - **Talk informally before, during, & after class**
 - **Greet students at the door & outside of school**
 - **Be aware of & comment on important student events**
 - **Compliment students on accomplishments in & out of school**



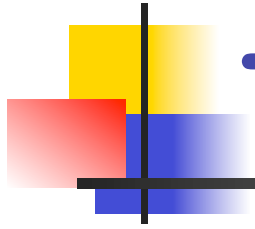
Teacher-Student Relationships

- **Use Equitable & Positive Classroom Behaviors**
 - **Make eye contact with each student in the room**
 - **Attribute ownership of ideas to the students who initiate them**
 - **Provide appropriate “wait time”**
 - **Call on students who do not commonly participate**



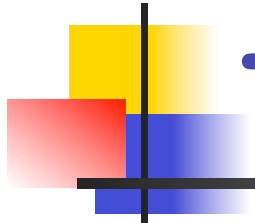
Teacher-Student Relationships

- **Build student respect and credibility by projecting competence**
 - **Know your stuff; Don't fake it.**
 - **Be well planned: clear learning goal, congruent activities**
 - **Be organized- smooth transitions, materials at your fingertips**
 - **Directions are clear, concise, "don't assume"**
 - **Provide feedback in timely manner.**



Teacher-Student Relationships

- **Respond Appropriately to Students' Incorrect Responses**
 - **Emphasize what was right - give credit to the aspects of an incorrect response that are correct.**
 - **Restate the question.**
 - **Rephrase the question**
 - **Give hints or cues**
 - **Provide the answer & ask for elaboration**



Teacher-Student Relationships

- **Meaningful Work- assigned and posted**
- **Provide Choice**
- **Clarify expectations**
- **Include students in classroom decision-making.**
- **Good news notes to parents**



Mental Set

- **“Withitness”**
 - Quickly & accurately identify problem behavior or potential problem behavior and act on it immediately
 - Continuous scanning the classroom
 - Having “eyes in the back of your head”
- **Emotional Objectivity**
 - Address disciplinary issues in an “unemotional, matter-of-face” manner
 - Don’t take student behavior personally
 - Don’t escalate the situation - “Mudwrestling a pig”



Mental Set Strategies

- **Employ specific techniques to maintain or heighten your awareness of the actions of students in your classroom**
 - **React immediately**
 - **Move around the classroom**
 - **Periodically scan the faces of students & make eye contact with each student**
 - **Pay particular attention to incidents or behaviors that look like they could turn into problems**
 - **Make eye contact with students exhibiting poor behavior**
 - **Move toward students who misbehave - keep comments private**
 - **Forecast problems**



Mental Set Strategies

- **Employ specific techniques to maintain a healthy emotional objectivity with students**
 - **Monitor your own thoughts**
 - **Reframe - look for reasons behind the behavior**
 - **Take care of yourself**
 - **Maintain a healthy sense of humor**
 - **Laugh**
 - **Reward yourself on particularly difficult days**



Fist List: Building Relationships

- What are five specific steps you will take in the first two weeks of school to foster strong *relationships between yourself and your students?*
- What are five specific steps you will take in the opening two weeks to foster strong *relationships between your students?*



Factors Improving Classroom Management

1. The First Day of School
2. Establishing Routines and Procedures
3. *Developing Effective Teacher-Student Relationships/ Classroom Environment*
4. Creating a Disciplinary Plan: including rules and consequences.
5. *Mental Set- "Withitness" and emotional objectivity.*
6. *Lesson Design: Organized, engaging, meaningful; clear directions; smooth transitions*



The Effective Teacher

- **Has a Plan**
 - **“The teacher without a plan is the teacher planning to fail”**
 - **You should have a plan in place for the first two weeks of school**
 - **How is my classroom going to work?**
 - **What kind of relationships do I want to have with my students? What kind of relationships do I want my students to have with each other?**



Routines

- **What makes something “routine?”**
- **How do routines help organizations function?**



Routines/ Procedures vs. Discipline

- **Classroom management is built upon clear expectations**
- **Kids won't behave as you'd like if they don't know how you'd like them to behave.**
 - **What kids are supposed to do?**
 - **Clear models of expected behavior.**
 - **Explicit instruction and Practice**
 - **Reinforcement, feedback and shaping of behavior.**



Procedures vs. Discipline

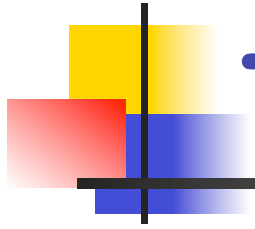
- **Routines and procedures outline what kids are supposed to do**
- **Discipline concerns teacher reaction to actual behavior vs. expected behavior.**
- **The biggest issue with classroom management is the lack of clearly identified routines and procedures.**



The Role of Rules and Procedures

- **Partner One: Read pgs. 166-173 in *The First Days of School*.**
- ***Partner Two: Read pgs. 174-180***

***Summarize the text.
Be able to cite key details.
Teach Your Partner***



Tape 2: Procedures & Routines

- **As you watch the tape, consider the most important procedures you would like to begin practicing on the first day of school.**
- **How will you “teach” the procedures?**



What is Wong's Advice for the following...

- **How students enter the room**
- **How to turn in papers**
- **When kids are absent**
- **Coming to attention**
- **Dismissing Students**
- **Asking for help**



Establishing Routines and Procedures

- **Anticipate all the students questions**
 - What do I do if.....
 - What am I supposed to do when...
- **Have the answers already thought out.**
- **Explicitly teach kids what you want them to do.**
- **Model the expected behaviors.**
- **Practice with them.**



Expectations: Routines and Procedures

- **Identify necessary Routines and Procedures.**
- **Develop clear, step-by-step expectations.**
- **Post the expectations in a logical location for students to reference.**
- **Directly teach and practice the routines and procedures: Rehearse and Reinforce.**



What Procedures Do I Need To Have In Place?

- **Answer to the kids question: “What am I supposed to do if.....?”**
- **How do you want kids to act and behave if you’re not there?**
- **Brainstorm all the routines and procedures that you think effective teachers have in place within the first two weeks.**



Procedures To Rehearse With Students

- **Entering the classroom**
- **Getting to work immediately**
- **When you are tardy**
- **End of period class dismissal**
- **Listening to/responding to questions**
- **Participating in class discussions**
- **When you need pencil/paper**
- **Checking out classroom materials**
- **Indicating whether you understand**
- **Coming to attention**
- **When you are absent**
- **Working cooperatively**
- **Changing groups**
- **Keeping your notebook**



Procedures To Rehearse With Students

- **Going to the office**
- **When you need help/ conferencing**
- **Knowing the schedule for the day/class**
- **Keeping a progress report**
- **Finding directions for each assignment**
- **Passing in papers**
- **Returning student work**
- **Getting materials without disturbing others**
- **Moving about the room**
- **Going the the library or counselor**
- **Heading of papers**
- **When you finish early**
- **Returning to task after interruption**



Procedures To Rehearse With Students

- **When asking a question**
- **When a school-wide announcement is made**
- **Walking in the hall during class time**
- **Responding to a fire drill**
- **When visitors are in the classroom**
- **If the teacher is out of the classroom**
- **If you are suddenly ill**
- **Saying “thank you”**



Expectations: Routines and Procedures

- **Plan your classroom**
 - **What routines and procedures are needed?**
 - **What will your routines and procedures be?**
 - **When and how will you teach each routine/procedure?**

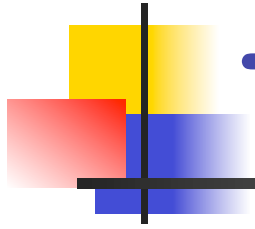


Table Talk -

- **Pair with a Partner - Consider the Prompts**
 - **I learned...**
 - **I was surprised...**
 - **I'm beginning to wonder...**
 - **I rediscovered...**
 - **I wonder...**
 - **I feel...**
 - **I think I will...**



Parts of A Discipline Plan

1. Rules

- **No more than 3-5**

2. Consequences

- **Naturally recurring as a result of choices**

3. Rewards

- **Need to be careful**



Why You Should Have Rules

- **Rules are expectations of appropriate student behavior**
- **After thorough deliberation, decide on your rules and write them down or post them before the first day of school**
- **Clearly communicate in both verbal and written form to your students what you expect as appropriate behavior.**
- **It is easier to maintain good behavior than to change inappropriate behavior that has become established.**



Why You Should Have Rules

- **You will have firm confidence in your ability to manage a class if you have a clear idea of what you expect from your students.**
- **Rules immediately create a work-oriented atmosphere.**
- **Rules create a strong expectation about you and the things that are important to you.**



Disciplinary Interventions

- **Guiding Principles**
 - Interventions should include a healthy balance between negative consequences for inappropriate behavior & positive consequences for appropriate behavior
 - Praise in public; discipline in private
- **Verbal & Physical Teacher Reactions**
 - Make eye contact & move close
 - Use a physical signal or stimulus cueing
 - Provide a simple verbal reminder - ideally privately & subtly
 - State the desired appropriate behavior



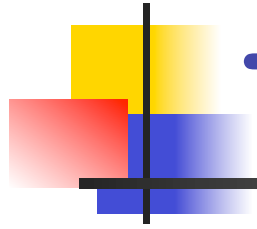
Disciplinary Interventions

- **Tangible recognition**
 - Use of some concrete symbol of appropriate behavior
- **Direct Cost**
 - Isolation time-out
 - Restitution/Overcorrection
- **Home Contingency**
 - Making parents aware - home contract



Build Your Plan

- **What rules will you use in your classroom? Will you include the students or not?**
- **What consequences should you consider:**
 - **Level One: Minor infractions; repeated**
 - **Level Two: Significant rule violations**
 - **Level Three: Non-negotiables- can't happen/ needs removal.**



The First Days Are Critical

- **What you do on the first days of school will determine your success or failure for the rest of the school year.**
- **You will either win or lose your class on the first days of schools**



The Effective Teacher

- **The very first day of school is the most important day of the school year.**
- **What *effective teachers* do on the very first day will determine the success of the class.**



TAPE 1 - First Days of School

- **As you watch the tape, jot down some thoughts about what you want your first day of school to look like.**



How to Make Your First Request Effective

- **Step 1: Be at the door when the students arrive**
- **Step 2: Put a firm but friendly smile on your face.**
- **Step 3: Look the student in the face and communicate understanding & acknowledgement.**
- **Step 4. Verbally welcome & acknowledge each student**
- **Step 5: Then lower your voice to a firm but soft tone. Speak slowing & communicate understanding & acknowledgement.**
- **Step 6: Then tell the student if seating is open or assigned.**
- **Step 7: Follow this with “And when you sit down, you will find an activity on your desk. I think you will enjoy doing it. Please begin working on it right away.**



How To Greet Them on Day 1

- 1. Post the following information next to the classroom door**
 - Your Name
 - Room Number
 - Section or period
 - Subject
 - An appropriate welcome or greeting
- 2. Stand at the classroom door with a big smile & a ready handshake**
- 3. Welcome them and tell them the following**
 - Your name
 - Room number
 - Section or period
 - Anything else appropriate (such as a seating assign.)
- 4. After you greet a student, the student should be able to enter the classroom & see the same information as #1.**



The First Day- Seating

- **The effective teacher assigns seats on the first day of school.**
- **Ideas for assigning seats**
 - **Name, pictures, shapes, colors, escort, cards**
- **Reasons for a seating chart**
 - **Facilitates roll taking**
 - **Aids in memorization**
 - **Separates potential problem students**



The First Day- Getting to Work

- **The effective teacher has a short assignment ready for the beginning of class.**
 - **There is an assignment on the board and paper on your desk. I think you'll like the assignment. Please complete the assignment and wait quietly for others to finish.**



The First Day of School

- **What have you accomplished before the class has started?**
 - Kids have already been actively engaged.
 - You've made a personal connection with each student.
 - Kids know they are in the right place and at the right time.
 - You've established a tone: personal, caring, working.
 - Your organization and preparedness have begun to establish academic trust.



A Three Minute Pause

- **What?** Summarize the message
- **So What?** What's the big idea? What's the lesson or insight?
- **Now What?** What will you do?



Planning: Build the First Two Weeks

- **What will happen on Day One?**
- **What will your classroom rules be? What will be consequences?**
- **What are ten routines/procedures you want to have in place by Oct. 1?**
- **What are five “do’s” you’ll plan to do to build positive relationships? What are five “don’t’s”?**



Critical Points For The First Day

- 1. Be ready and well planned.**
- 2. Be organized.**
- 3. Have your room ready.**
- 4. Be at the door. Greet the students.**
- 5. Have a plan to Assign seats.**
- 6. Have the first assignment ready.**